



2021-2022 Continuing Approval Review Report Texas Christian University

Introduction

Education Specialist Emily Carrizalez conducted a 5-year Continuing Approval Review for the Texas Christian University (TCU) educator preparation program (EPP) on March 10, 2022. Per 19 Texas Administrative Code (TAC) §228.10(b), an entity approved by the State Board for Educator Certification (SBEC) to certify educators shall be reviewed at least once every five (5) years. TCU was initially approved as an EPP on January 8, 1972.

Frank Hernandez is the program Legal Authority and Heather Doyle was the primary EPP contact for the 2021-2022 review. TCU is approved to prepare and certify candidates in the following certificate classes: Teacher, Principal, Superintendent, and School Counselor. Certification is offered in Undergraduate (U), Post-Baccalaureate (PB), and Alternative Certification (ACP) routes. The EPP reported 121 finishers for the 2019-2020 reporting year and 121 finishers for 2020-2021. The EPP was rated Not Rated: Declared State of Disaster at the time of the review. The risk level was Stage 3 (low).

Candidate records were reviewed for 25 non-teacher candidates: 10 from the Principal and Superintendent classes, and five (5) from the School Counselor class. Seven (7) records were requested from the Teacher class: five (5) from the undergraduate (U) route and two (2) from the post-baccalaureate (PB) route. Only two (2) PB Teacher records were reviewed due to low enrollment in the route. The EPP staff participating in the review were Heather Doyle and Cynthia Savage.

Per 19 TAC §228.1(c), “all educator preparation programs are subject to the same standards of accountability, as required under Chapter 229 of this title.” The TEA administers TAC required by the Texas legislature for the regulation of all EPPs in the state. (See the complete [TAC](#) for details.) The five-year Continuing Approval Review was conducted in a “Desk Review” format where EPP staff submitted requested documents to TEA for review.

The scope of this review included: 1) verifying compliance with Texas Administrative Code and Texas Education Code as applicable to all certification classes in all certification routes offered by the EPP; and 2) developing a plan for improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report. A Next Steps Plan was developed to address plans for quality improvement. Evidence of compliance was measured using a rubric aligned to TAC.

Data Analysis

Information concerning compliance with TAC governing EPPs was collected by a variety of means. A Status Report and related program documents were submitted to TEA on February 18, 2022. Additional EPP documents, including records for 32 candidates, were submitted on March 7, 2022. Qualitative and quantitative methodologies of content analysis, cross-referencing, and data triangulation was used to evaluate the evidence.



Findings, Compliance Issues, and Recommendations

“Findings” indicate evidence collected during the review process. If the program is “not in compliance” with any identified component, the program should consult the TAC and correct the issue immediately. A “Compliance Plan” or “Next Steps” may be drafted during the review that identifies compliance issues to be addressed and a timeline for completion. “Recommendations” are suggestions for general program improvement, and no follow-up is required.

Results: EPP and Program Requirements

Findings

Per self-reported information in the Status Report, Advisory Committee attendance records, agendas, and meeting minutes, the EPP meets requirements for program governance, including a) support provided by the governing body; and b) advisory committee activity as required in 19 TAC §228.20. The EPP does not have any additional sites. The EPP coursework is not offered in an online format. The program was reminded that, per 19 TAC §228.20(e), TEA must be informed in writing of program amendments.

The EPP website, application materials, and handbooks were reviewed to verify the EPP had posted the required information for applicants and candidates.

- Information about admission and completion requirements was posted on the website for the Teacher, Principal, Superintendent, and School Counselor programs. Information about the effect of supply and demand forces on the educator workforce in Texas and information about the performance of the EPP over five (5) years were posted on the EPP website. [19 TAC §227.1(c)]
- The following information was posted on the EPP website and in the program handbooks, which meets requirements in 19 TAC §227.1(b) and §227.1(d):
 - The required fingerprint background check;
 - The potential ineligibility of an individual for certification due to a criminal history; and
 - The right of an individual to request a Preliminary Criminal History Evaluation (PCHE) from TEA.
- The EPP complaints process, with a link to the TEA complaints process, is located on the EPP website and is available in each of the program handbooks as required in 19 TAC §228.70(b)(2). A complaints process is displayed on a television located on the first floor of the College of Education building.

EPP staff in all programs signed a statement agreeing they have understood and would adhere to the Texas Educators’ Code of Ethics (ECO) which meets requirements in 19 TAC §228.50 related to professional conduct.

Per 19 TAC §229.3(e), “all required EPP data for an academic year shall be submitted to the TEA staff annually by September 15 following the end of that academic year”. The EPP is required to report admission activities, enrollment data, and observation data.



- TCU has consistently met deadlines for data submission.
- Admission data was reported using the GPA spreadsheet or, effective September 1, 2019, through an admission record created in the Educator Certification Online System (ECOS). The GPA and subject-specific semester credit hours were reported accurately for 6 out of 7 Teacher candidates. All 10 Principal candidates, four (4) out of 10 Superintendent candidates, and all five (5) School Counselor candidates' admission GPAs were reported accurately. One (1) of the Superintendent candidate's admission was not reported to TEA. The remaining five (5) were admitted between 2013 and 2015 and were not reported to TEA via the GPA Spreadsheets. The formal admission date was unclear on the formal offer of admission, so TEA could not verify if the formal admission dates were reported accurately.
- Candidate enrollment data is reported annually on the Finisher Records List in ECOS. The enrollment status was reported accurately for all 7 candidates in the Teacher class, 9 out of 10 Principal candidates, all five (5) School Counselor candidates, and all 10 Superintendent candidates.
- Observation data is reported in ECOS. The observation data was reported accurately for three (3) out of 7 Teacher candidates. There were discrepancies in the duration and dates of observations reported for four (4) out of 7 Teacher candidates. Reporting observation data for non-teacher candidates was required starting in the 2019-2020 reporting year. Six (6) out of 9 Superintendent candidate's observations occurred before 2019-2020, so they were not required to be reported. The remaining three (3) Superintendent candidate's observations, four (4) out of 10 Principal candidate's observations, and four (4) out of five (5) School Counselor candidate's observations that occurred during or after 2019-2020 were reported accurately.

19 TAC §228.40(f) requires the EPP to retain “documents that evidence a candidate's eligibility for admission to the program and evidence of completion of all program requirements for a period of five (5) years after a candidate completes, withdraws from, or is discharged or released from the program.” TCU retained and made records readily available regarding admission, observations, and field supervision requirements in TAC for the Teacher, Principal, Superintendent, and School Counselor classes. TCU staff were applauded for their organized and attentive record-keeping processes.

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before August 12, 2022:

1. **[19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1)]** EPP must update their data reporting practices ensuring all data reported in ECOS is completed accurately for the Teacher U, Teacher PB, and Principal classes.

Results: Candidate Preparation

Candidate and EPP records were reviewed to verify that each program within the EPP is compliant with TAC requirements for candidate admission and completion of preparation and certification requirements. Transcripts, admission documents, benchmark documents, degree plans, course



descriptions, training certificates, completed logs, observation summary documents, and observation documents were reviewed. The following are the results of the review by each program.

Teacher Programs

Findings

1. The requirements for admission into the undergraduate (U) teacher preparation program identified on the website are:
 - Complete a minimum of 54 semester credit hours of coursework;
 - Attain an overall GPA of 2.75 on a minimum of 12 semester credit hours of coursework at TCU;
 - Complete a course in speech that carries/satisfies an Oral Communication core requirement and EDUC 20003 with a grade of C- or better;
 - Met Professional Educator Disposition-screening report completed in EDUC 20003 or equivalent course;
 - Complete 12 hours of content area coursework (15 hours required for content area math and science coursework);
 - Achieve a grade of C- or better in all content areas and education courses taken prior to admission;
 - Demonstrate English language proficiency;
 - Complete record of current (within one year) and clear Group One criminal record check;
 - Sign FERPA agreement;
 - Sign Ethics Statement and Certificate of Ethics Training; and
 - Certification candidates enrolled in the program will pay a fee of \$35.

The requirements for admission into the post-baccalaureate (PB) Teacher preparation program identified on the website are:

- Online Application;
- Application Fee;
- Official Transcripts;
- Minimum GPA of 2.75;
- Optional: Official GRE Test Scores;
- Resume;
- Academic/Professional Objectives Statement;
- Letters of Recommendation;
- Official TOEFL scores for non-native English speakers; and
- Online Criminal Background Check

Based on the candidates' records, the Teacher U and Teacher PB programs met the admission requirements in 19 TAC §227.10. All five (5) Teacher U candidates were enrolled in TCU, met the minimum GPA requirement of 2.75, met the minimum semester credit hours requirement, met the basic skills and English language proficiency requirements, and had a completed application on record with the EPP. The two (2) Teacher PB candidates held at least a bachelor's degree, had two (2) letters of recommendation, had a current resume, met the minimum GPA requirement



of 2.75, met the minimum semester credit hours requirement, met the basic skills and English language proficiency requirements, and had a completed application on record with the EPP.

A completed and scored Educator Disposition, a professional assessment, was found in four (4) of the five (5) Teacher U records. A completed essay, rubric, and cut score were found in the two (2) Teacher PB records. The Educator Disposition and essay screening instruments were sufficient evidence to support the Teacher program is compliant with 19 TAC §227.10(a)(8), which requires applicants to an EPP to participate in an interview or other screen “to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought.” To be admitted to the EPP, teacher U applicants must meet the proficiency scores for three (3) of the four (4) domains on the Educator Disposition.

The Teacher U and Teacher PB programs have implemented the formal admission process as identified in 19 TAC §227.17; All 7 Teacher records included a written offer of admission and a written acceptance. None of the Teacher records included the effective date of formal admission in the formal admission offer. All 7 Teacher candidates’ admission data was reported to TEA within 7 calendar days.

Records for the 7 Teacher candidates contained a signed agreement of understanding and adhering to the ECOE, meeting the requirement in 19 TAC §228.50 related to professional conduct.

2. Self-reported information in the Status Report, with course descriptions and degree plans, provided evidence that coursework and training provided to Teacher candidates is standards-based and addresses the TEKS. All required instruction was provided as required in 19 TAC §228.30(a), (b), (c), and (d).

There was sufficient evidence the program meets requirements in 19 TAC §228.30 by providing instruction in the required areas:

- The Educators’ Code of Ethics;
- Instruction in detection and education of students with dyslexia;
- Instruction regarding mental health, substance abuse, and youth suicide;
- The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;
- The importance of building strong classroom management skills;
- The framework in this state for teacher and principal evaluation;
- Appropriate relationships, boundaries, and communications between educators and students;
- Digital Literacy, including the required evaluation;
- Reading instruction, including instruction that improves students' content-area literacy;
- The Prekindergarten Guidelines in courses involving early childhood grades; and
- The skills and competencies captured in the Texas teacher standards in 19 TAC Chapter 149, Subchapter AA.

3. The Teacher U program and the Teacher PB program exceed the 300 clock hours of coursework required in 19 TAC §228.35(b). TCU transcripts and the degree plans served as evidence of compliance. Additionally, candidates complete 14 weeks of clinical teaching, which meets the requirement in 19 TAC §228.35(e)(2)(A) related to the supervised clinical experience.

Six of the 7 Teacher candidates completed at least 30 hours of field-based experience (FBE). FBE hours were completed in various settings (2-12), and two (2) of the 7 records captured at least 15 hours of interactive FBE where the candidates were actively engaged in instructional or educational activities. The FBE logs served as evidence. Due to limited evidence captured on the FBE logs, five (5) of the 7 records did not have at least 15 hours of interactive FBE as required in 19 TAC §228.35(e)(1)(A). TCU has a high-quality FBE log that captures the candidate's FBE location, time, date, observation hours, and interactive hours, but there seems to be an issue with completing the forms, so the 15 hours of interactive FBE are documented. Additionally, each candidate only had one (1) FBE reflection included in their record. The program was advised that they will need to update their FBE reflection practices to ensure a written reflection of the observation is collected and retained.

Benchmark documents, transcripts, observation documentation, and TCU Summary documents were reviewed as evidence that candidates completed clinical teaching as required in 19 TAC §228.35(e) and were supervised as required in 19 TAC §228.35(g). All 7 Teacher candidates completed clinical teaching.

- All candidates completed the pre-service requirements identified in 19 TAC §228.35(b) before beginning clinical teaching per transcripts and degree plans.
- All 7 candidates whose records were reviewed had completed clinical teaching; The TCU Clinical Teaching (TC) Semester Summary and the CT Weekly reflections served as evidence. Of the 7, five (5) candidates met the requirement under the 20% reduction due to the Governor's Declaration of Disaster [19 TAC §228.35(e)(2)(A)(i)(I)].
- Each candidate was assigned a cooperating teacher and a field supervisor during clinical teaching as required in 19 TAC §228.35(f) and §228.35(g). All 7 Teacher candidates were assigned cooperating teachers that met the qualification requirements. Their service records, educator certificates, and the campus Texas Academic Performance Reports (TAPR) served as evidence. Six out of 7 records showed that the cooperating teachers received training within three (3) weeks of being assigned a candidate; the TCU CT Semester Summary and the Three-on-One Agendas served as evidence. The certificates and curriculum vitae (CV) were included in all 7 Teacher records, verifying the assigned field supervisor met the qualification requirements in TAC. A certificate of completion showed that each field supervisor had attended TEA-approved observation training as required in 19 TAC §228.35(g). TCU Field Supervisor Training certificates were available for all 7 records; the certificates served as evidence that the EPP provided additional training to the assigned field supervisors of the 7 Teacher candidates reviewed.
- Two (2) of the five (5) Teacher U candidates met the start of the school year experience through their fall clinical teaching experiences. The remaining three (3) Teacher U



candidates and the two (2) Teacher PB candidates met the requirement through the EDEC 41151 field experience course that requires the candidates to complete FBE during the first two (2) weeks of the semester [19 TAC §228.35(4)].

- Information captured on observation documents served as evidence that field supervision was provided to all 7 candidates as required in 19 TAC §228.35(g). Candidates received four (4) observations that were 45 minutes or longer. The first formal observation occurred in the first third of the clinical teaching assignment. Observation documents capturing the post-conference field supervisors held with candidates were available in all 7 records. One (1) of the 7 records included evidence of pre-conferences for each observation; the remaining 6 records did not include evidence of pre-conferences. The observation instrument was designed to allow the field supervisor to capture candidate proficiency in the standards and observed educational practices. Evidence showing collaboration between the field supervisors and cooperating teachers and evidence verifying a copy of the written feedback from each observation was provided to the cooperating teacher was available in 6 out of the 7 records. The TCU CT Semester Summary and signed weekly reflections served as evidence.
 - All 7 records included a recommendation for certification from the assigned cooperating teacher, and one (1) of the 7 records included a recommendation from the assigned field supervisor as required in 19 TAC §228.35(e)(2)(A)(iii). The program was advised that the field supervisor must also provide a written recommendation that the candidate was successful or not successful in the clinical teaching experience.
4. The program requires candidates to complete a practice exam to receive approval on the relevant certification exams. All 7 Teacher records included evidence of the completed practice exam, showing the EPP ensured the candidate was adequately prepared to pass the appropriate certification exams [19 TAC §228.40(b) & §228.40(d)].
 5. Five (5) out of the 7 candidates had achieved standard certification. Benchmark documents and official transcripts provided evidence that each met requirements for the standard certificate as required in 19 TAC Chapter 230.

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before August 12, 2022:

1. **[19 TAC §227.17(d)]** The EPP must update the offer of formal admission to include the effective date of formal admission.
2. **[19 TAC §228.35(e)(1)(A)]** The EPP must update the FBE documentation and processes to ensure each candidate experiences at least 15 hours of the FBE are interactive.
3. **[19 TAC §228.35(e)(2)(A)(iii)]** The EPP must update the clinical teaching process to include an opportunity for the field supervisor and cooperating teacher to recommend the candidate for standard certification when the experience is successful.



4. **[19 TAC §228.35(g)]** The EPP must update their observation document to include a location for a start and stop time and date for the pre-conference, observation, and post-conference. The EPP also needs to update local field supervisor training to provide updated guidance to field supervisors on completing the required observation documents.

Principal Program

Findings

1. The admission requirements for the Principal program were posted on the website:
 - Official transcript;
 - Current resume;
 - Valid teaching certificate;
 - At least two (2) full years of teaching in an accredited school;
 - Three (3) letters of recommendation, at least two of which are from persons known in a professional or supervisory relationship;
 - Personal Statement;
 - Equity Statement; and
 - Live or video interview.

Candidate admission records reviewed for this program contained transcripts as evidence of a degree conferred before admission and a GPA of at least 2.5. All 10 Principal records included the service records, certificates, transcripts, letters of recommendation, and a current resume. The Principal program requires applicants to complete an interview and a writing sample for their required screening instruments. Nine of the 10 records included evidence of an essay, and 7 of the 10 records included the writing sample rubric and cut score. Regarding the interview, 7 of the 10 records included the interview, rubric, and cut score. TCU was advised to ensure the applicable screening instruments, rubrics, and cut scores are retained for all applicants and candidates. The Principal program did not meet the requirement as prescribed in 19 TAC §227.10(a)(8).

There was evidence that the Principal program has implemented the formal admission process as required in 19 TAC §227.17. All 10 records included evidence of a written offer of admission and a written acceptance. However, none of the Principal records included the effective date of formal admission in the written offer. Seven out of 10 candidates' admission to the EPP were reported to TEA within the 7-calendar day requirement; three (3) of the 10 candidates were reported more than 7 days after their formal admission date.

Records for each of the 10 candidates contained a signed agreement of understanding and adhering to the ECOE, meeting the requirement in 19 TAC §228.50 related to professional conduct. All 10 records included evidence that the EPPs process was aligned with 19 TAC §228.50.

2. The Principal curriculum was recently updated to transition to the Principal as Instructional Leader EC-12 certificate. Performance assessments were evaluated at that time, so the program was determined to have met the requirement for a standards-based and research-based curriculum that includes performance activities and assessments as required in 19 TAC



§228.30(a) and §228.30(e), §228.35(a), and §228.40(a). There is evidence that the Principal preparation program has implemented the digital literacy evaluation or prescribed digital literacy curriculum as required in 19 TAC §228.30(c)(8).

3. Candidate and EPP records were reviewed to verify the EPP is compliant with TAC requirements for Principal candidate preparation. PB Candidates complete Principal certification requirements concurrent with a master's degree, and ACP candidates complete certification requirements through non-degree coursework. Per the degree plans and transcripts reviewed, all 10 candidates completed at least 200 clock hours of coursework and training as required in 19 TAC §228.35(c).
 - Records for 8 of the 10 candidates contained practicum logs that reflected 160 clock hours. Two (2) of the 10 candidates completed their practicum during Spring 2020 under the Governor's Disaster Declaration, meeting the practicum requirements under the allowed 20 percent reduction. Logs were verified by the site supervisor meeting the requirement in 19 TAC §228.35(e)(8); all 10 practicums were aligned to the standards, which meets the requirement for a standards-based practicum.
 - Each candidate was assigned a site supervisor as required in 19 TAC §228.35(f), and each was assigned a field supervisor as required in 19 TAC §228.35(h). The teaching certificates and curriculum vita were available in one (1) of the 10 records, and the remaining 9 records included the certificates and the campus TAPR but did not include evidence of the site supervisor's years of experience. The educator certificates and CVs in each record served as evidence that the field supervisors assigned met the qualification requirements. Site supervisor training was evident in all 10 records through the TCU Practicum Summary and Site Supervisor Training Agenda. Nine of the 10 records included evidence that the site supervisor training occurred within three (3) weeks of being assigned a candidate and one (1) of the 10 records included evidence that the site supervisor training occurred more than three (3) weeks after being assigned a candidate. Certificates of completion served as evidence that all 10 field supervisors had attended TEA-approved observation training as required in 19 TAC §228.35(h). The EPP sends out annual training via PowerPoint to all field supervisors updating them on the requirements in TAC, observations, and any other information that needs to be shared. The PowerPoints and emails served as evidence for all the assigned field supervisors.
 - There was evidence that 9 of the 10 field supervisors made initial contact with the candidates as required in 19 TAC §228.35(h). The TCU Practicum Summary served as evidence that initial contact was made within the first quarter of the candidate's practicum assignment.
 - There was sufficient evidence that field supervisors conduct observations of candidates during the practicum as required in 19 TAC §228.35(h). Five (5) out of 10 records included observation documents that met requirements during Spring 2020 under the Disaster Declaration. Four (4) out of 10 records included observation documents showing at least 135 minutes of observations throughout the candidate's practicum. Formal observations must be completed once each third of the practicum; four (4) of the 10 candidate's

observations were not conducted according to the required frequency. None of the Principal records included evidence that a pre-and post-conference was conducted for each formal observation. Eight out of 10 records included documents capturing the educational practices observed during formal observations. The TCU Practicum Summary documents and the observation documents served as evidence that the site supervisors received a copy of written feedback, and the field supervisors collaborated with the site supervisors.

- TEA was unable to verify the candidate’s demonstration of proficiency in the standards due to limited evidence [19 TAC §228.35(e)(8)]. The program was advised that the observation instrument used to evaluate Principal candidates during the practicum needs to be revised to provide a space to capture the candidate's proficiency in the educator standards.
 - There was limited evidence the program had implemented the requirement that the field supervisor and site supervisor provide written recommendations that the candidate was successful in the practicum as required in 19 TAC §228.35(e)(8)(D). Five (5) of the 10 records included a recommendation from their site supervisor via email, but a recommendation from the field supervisor was not evidence. The remaining five (5) records did not include any evidence of a recommendation from the site supervisor or the field supervisor.
4. Test readiness documentation was identified in 9 of the 10 records reviewed, meeting 19 TAC §228.40(d) requirements. The records included the practice exam results and the EPP notification of test approval for each required certification exam.
 5. Seven out of the 10 candidates whose records were reviewed had achieved standard certification at the time of the review. Transcripts reflected that each PB candidate completed the program and had a master’s degree conferred, and each ACP candidate completed the program requirements. Each of the 7 records included a valid teaching certificate and service records verifying the candidate had two (2) or more years of experience as a classroom teacher.

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before August 12, 2022:

1. **[19 TAC §227.10(a)(8)]** The EPP must update its admission processes to include the use and retention of an interview or screening instrument to determine an applicant’s appropriateness for the certification sought. A rubric with proficiency levels and defined success criteria, and a cut score must be evident. The Principal and Superintendent classes must have at least two screening instruments.
2. **[19 TAC §227.17(d)]** The EPP must update the offer of formal admission to include the effective date of formal admission.
3. **[19 TAC §227.17(e)]** The EPP must update its data reporting processes and admission processes to ensure candidate admissions are reported to TEA within seven calendar days of the candidate’s formal admission.



4. **[19 TAC §228.35(e)(8)(D)]** The EPP must update the practicum process to include an opportunity for the field supervisor and site supervisor to recommend the candidate for standard certification when the experience is successful.
5. **[19 TAC §228.35(e)(8)]** The EPP must update the observation documents to include a rubric with proficiency levels and success criteria that is used to evaluate the candidate's proficiency in each of the educator standards.
6. **[19 TAC §228.2(33)]** The EPP must collect and verify the certificate, years of experience, and accomplishments as shown by student learning for every site supervisor.
7. **[19 TAC §228.35(h)]** The EPP must update their observation document to include a location for a start and stop time and date for the pre-conference, observation, and post-conference. The EPP also needs to update local field supervisor training to provide updated guidance to field supervisors on completing the required observation documents.
8. **[19 TAC §228.35(h)(3)]** The EPP must update their formal observation process to ensure each non-teacher candidate receives at least one formal observation in the first third, second third, and third third of their practicum.

Superintendent Program

Findings

1. The admission requirements for the Superintendent program were posted on the website:
 - Online application;
 - Official transcripts;
 - Resume;
 - Three (3) letters of recommendation; and
 - A valid principal certificate.

Candidate admission records reviewed for this program contained transcripts as evidence of a master's degree conferred before admission and a GPA of at least 2.5. All 10 Superintendent records included the service records, certificates, transcripts, and letters of recommendation. Nine of the 10 records included a current resume, and the remaining record did not include a resume because it was not required when the candidate was admitted to the EPP. The Superintendent program requires applicants to complete an interview and a writing sample for their required screening instruments. Eight of the 10 records included evidence of a writing sample and interview. Screening evidence was not provided in two (2) out of the 10 records. TCU was advised to ensure the applicable screening instruments, rubrics, and cut scores are retained for all applicants and candidates. The Superintendent program met the requirement as prescribed in 19 TAC §227.10(a)(8).

There was evidence that the Superintendent program has implemented the formal admission process as required in 19 TAC §227.17. Seven out of 10 records included evidence of a written offer of admission and a written acceptance. Three (3) out of the 10 records did not include evidence of the formal admission process because the candidates were admitted before March 1, 2016, when the rule went into effect. Additionally, five (5) of the 10 records did not include an



effective date of formal admission in the written offer of admission. The remaining five (5) records were admitted before January 1, 2017, when the rule went into effect. Two (2) of the 10 candidate admissions were reported to TEA within the seven-calendar day requirement. Three (3) of the 10 were reported to TEA after the 7-calendar day requirement, and the remaining five (5) records were admitted before January 1, 2017, when the rule went into effect.

Records for each of the 10 candidates contained a signed agreement of understanding and adhering to the ECOE meeting the requirement in 19 TAC §228.50 related to professional conduct. All 10 records showed that the EPP's process is aligned with 19 TAC §228.50.

2. There is evidence that the Superintendent program has implemented the digital literacy evaluation and prescribed digital literacy curriculum as required in 19 TAC §228.30(c)(8), along with the other curriculum requirements outlined in 19 TAC §228.30(c).
3. Candidate and EPP records were reviewed to verify the EPP is compliant with TAC requirements for Superintendent candidate preparation. PB candidates complete Superintendent certification requirements concurrent with a doctoral degree, and ACP candidates complete certification requirements through non-degree coursework. Per the degree plans and transcripts reviewed, 9 out of the 10 candidates completed at least 200 clock hours of coursework and training as required in 19 TAC §228.35(c). One (1) of the candidates withdrew from the EPP before completing the program; this candidate was not included in the program information below.
 - Records for the 9 candidates contained practicum logs that reflected 160 clock hours. The site supervisor verified the logs, which meets 19 TAC §228.35(e)(8); all 9 practicums were aligned to the standards, which meets the requirement for a standards-based practicum.
 - Each candidate was assigned a site supervisor as required in 19 TAC §228.35(f), and each was assigned a field supervisor as required in 19 TAC §228.35(h). The 9 records included the certificates and the campus TAPR for the assigned site supervisors but did not include evidence of the site supervisor's years of experience. The TAPR served as evidence the site supervisor was an accomplished educator as shown by student learning. The educator certificates and curriculum vita in each record served as evidence that the field supervisors assigned met the qualification requirements. Site supervisor training was evident in two (2) out of the 9 records through the TCU Practicum Summary. One (1) of the 9 records included evidence that the site supervisor training occurred within three (3) weeks of being assigned a candidate and one (1) of the 9 records included evidence that the site supervisor training occurred more than three (3) weeks after being assigned a candidate. Evidence of site supervisor training was not available in the remaining 7 records. Certificates of completion showed that all 9 field supervisors had attended TEA-approved observation training as required in 19 TAC §228.35(h). The EPP sends out annual training via PowerPoint to all field supervisors updating them on the requirements in TAC, observations, and any other information that needs to be shared. The PowerPoints and emails served as evidence for all the assigned field supervisors.
 - There was evidence that three (3) of the 9 field supervisors made initial contact with the candidates as required in 19 TAC §228.35(h). The TCU Practicum Summary served as



evidence that initial contact was made within the first quarter of the candidate's practicum assignment. There was limited evidence of initial contact for 6 of the 9 candidates, so TEA could not verify the initial contact occurred within the first quarter of the assignment.

- There was limited evidence that field supervisors conduct observations of candidates during the practicum as required in 19 TAC §228.35(h). Seven out of 9 records included observation documents capturing at least 135 minutes of observations throughout the candidate's practicum. Limited completed observation records were available for two (2) of the 9 candidates, so TEA could not verify the total duration of formal observations. Formal observations must be completed once each third of the practicum; 6 of the 9 candidate's observations were not conducted according to the required frequency. The observation documents and TCU Practicum Summary documents served as evidence. None of the Superintendent records included evidence that a pre- and post-conference was conducted for each formal observation. All 9 records included observation documents capturing the educational practices observed during formal observations. The TCU Practicum Summary and the observation documents served as evidence that the site supervisors received a copy of written feedback, and the field supervisors collaborated with the site supervisors.
 - TEA was unable to verify the candidate's demonstration of proficiency in the standards due to limited evidence [19 TAC §228.35(e)(8)]. The program was advised that the observation instrument used to evaluate Superintendent candidates during the practicum needs to be revised to provide a space to capture the candidate's proficiency in the educator standards.
 - There was no evidence the program had implemented the requirement that the field supervisor and site supervisor provide written recommendations when the candidate is successful in the practicum as required in 19 TAC §228.35(e)(8)(D).
4. Three (3) of the 9 candidates had not reached the point of taking their certification exams or have not requested test approval yet. Test readiness documentation was identified in five (5) of the 9 records reviewed, which meets requirements in 19 TAC §228.40(d). Evidence of test readiness was not found for one (1) of the 9 records.
 6. Three (3) of the 9 candidates whose records were reviewed had achieved standard certification at the time of the review. Transcripts reflected that each PB candidate completed the program and had a doctoral degree conferred, and each ACP candidate completed the program. Each of the three (3) records included a valid principal certificate.

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before August 12, 2022:

9. **[19 TAC §227.17(d)]** The EPP must update the offer of formal admission to include the effective date of formal admission.



10. **[19 TAC §227.17(e)]** The EPP must update its data reporting processes and admission processes to ensure candidate admissions are reported to TEA within seven calendar days of the candidate's formal admission.
11. **[19 TAC §228.35(e)(8)(D)]** The EPP needs to update the practicum process to include an opportunity for the field supervisor and site supervisor to recommend the candidate standard certification when the experience is successful.
12. **[19 TAC §228.35(e)(8)]** The EPP must update the observation documents to include a rubric with proficiency levels and success criteria that is used to evaluate the candidate's proficiency in each of the educator standards.
13. **[19 TAC §228.2(33)]** The EPP must collect and verify the certificate, years of experience, and accomplishments as shown by student learning for every site supervisor.
14. **[19 TAC §228.35(f)]** The EPP must collect and retain documentation that each site supervisor completes training provided by the EPP within three weeks of being assigned a candidate.
15. **[19 TAC §228.35(h)]** The EPP must update its initial contact process to include documenting and retaining the initial contact. Documentation must allow the EPP to verify the initial contact is taking place within the first quarter of the assignment.
16. **[19 TAC §228.35(h)]** The EPP must update their observation document to include a location for a start and stop time and date for the pre-conference, observation, and post-conference. The EPP also needs to update local field supervisor training to provide updated guidance to field supervisors on completing the required observation documents.
17. **[19 TAC §228.35(h)(3)]** The EPP must update their formal observation process to ensure each non-teacher candidate receives at least one formal observation in the first third, second third, and third third of their practicum.

School Counselor Program

1. Documentation submitted by EPP staff for the review detailed the following admission requirements for the School Counselor program:
 - Online Application;
 - Application Fee;
 - Official Transcripts;
 - Optional: Official GRE Test Scores;
 - Resume;
 - Academic/Professional Objectives Statement;
 - Three Letters of Recommendation;
 - Teaching Certificate and Service Record; and
 - Official TOEFL scores for non-native English speakers.



Candidate admission records reviewed for the School Counselor program contained transcripts as evidence of a bachelor's degree conferred before admission and a GPA of at least 2.5. All five (5) School Counselor records included the required certificates, transcripts, and letters of recommendation. All five (5) records were missing the required service records; however, each candidate was informed in writing before admission that they did not meet the minimum experience requirements for standard certification. The Admission Checklist served as the written notification provided to each candidate. All five (5) records included evidence of a current resume and an academic/professional objectives statement. The School Counselor program requires applicants to complete an interview for their required screening instrument. Two (2) of the five (5) records included evidence of an interview and an evaluative rubric. Evidence of an interview was provided for the remaining three (3) candidates, but the records did not include evidence of an evaluative rubric. TCU was advised to ensure the applicable screening instruments, rubrics, and cut scores are retained for all applicants and candidates. The School Counselor program did not meet the requirement as prescribed in 19 TAC §227.10(a)(8).

There was evidence that the School Counselor program has implemented the formal admission process as required in 19 TAC §227.17. All five (5) records included evidence of a written offer of admission and a written acceptance. However, none of the records include the effective date of formal admission in the written offer. All five (5) admission records were reported to TEA within the 7-calendar day requirement.

Records for each of the five (5) School Counselor candidates contained a signed agreement of understanding and adhering to the educator code of ethics, which meets the requirement in 19 TAC §228.50 related to professional conduct.

2. Degree plans, course descriptions, and the Status Report completed by EPP staff were reviewed for evidence that the School Counselor program is in compliance with curriculum requirements in 19 TAC §228.30. The program met the requirements for the curriculum provided to candidates. [19 TAC §228.30(c)]
3. Candidate and EPP records were reviewed to verify the EPP is compliant with TAC requirements for School Counselor preparation. Candidates complete School Counselor certification requirements concurrent with a master's degree in counseling. Per the degree plans and transcripts reviewed, all five (5) candidates completed at least 200 clock hours of coursework and training as required in 19 TAC §228.35(c).
 - Records for the three (3) of the five (5) candidates contained practicum logs that reflected at least 160 clock hours. Two (2) of the five (5) candidates met the practicum requirements under the Governor's Disaster Declaration. Logs were verified by the site supervisor which meets requirements in 19 TAC §228.35(e)(8); all five (5) practicums were aligned to the standards, which consistently meets the requirement for a standards-based practicum.
 - Each candidate was assigned a site supervisor as required in 19 TAC §228.35(f), and each was assigned a field supervisor as required in 19 TAC §228.35(h). The five (5) records include the certificates and the campus TAPR for the assigned site supervisors but did not include evidence of the site supervisor's years of experience. The TAPR served as evidence the site

supervisor was an accomplished educator as shown by student learning. The educator certificates and CVs in each record served as evidence that the field supervisors assigned met the qualification requirements. Site supervisor training was evident in all five (5) records through the Supervisor Information Quiz. All five (5) records included evidence that the site supervisor training occurred within three (3) weeks of being assigned a candidate. Certificates of completion showed that all five (5) field supervisors had attended TEA-approved observation training as required in 19 TAC §228.35(h). The EPP sends out annual training via PowerPoint to all field supervisors updating them on the requirements in TAC, observations, and any other information that needs to be shared. The PowerPoints and emails served as evidence for all the assigned field supervisors.

- There was evidence that all five (5) field supervisors made initial contact with the candidates as required in 19 TAC §228.35(h). The TCU Practicum Summary document served as evidence.
 - Field supervisors conduct observations of candidates during the practicum. Documentation retained in three (3) of the five (5) candidate records revealed that field supervisors conducted a formal observation in each third of the practicum. Documentation in the one (1) candidate record revealed that field supervisors only conducted two (2) formal observations during the practicum during Spring 2020 under the Governor’s Disaster Declaration. One (1) of the five (5) records included observations that did not follow the frequency requirements in TAC [19 TAC §228.35(h)(3)].
 - The time recorded on the observation instrument was evidence that the duration of the observations did not meet the 135-minute requirement. Four (4) of the five (5) records included observation documents that reflected at least 135 minutes of formal observations. The remaining one (1) record met observation requirements during Spring 2020 under the Governor’s Disaster Declaration. [19 TAC §228.35(h)]
 - Educational practices observed by the field supervisor and candidate demonstration of proficiency in the School Counselor standards were captured on the observation instrument. The observation documents also served as evidence that the field supervisors held pre- or post-conferences with candidates as required. The program provided copies of observation documentation to candidates and site supervisors. [19 TAC §228.35(h)]
 - Four (4) out of five (5) records included a recommendation from the site supervisor that the candidate was successful in the practicum and was ready for certification. None of the records included a recommendation from the assigned field supervisor. [19 TAC §228.35(e)(8)(D)]
4. Four (4) of the five (5) School Counselor candidates have not been granted test approval for the School Counselor certification exam. Test readiness is determined for School Counselor candidates by completing a practice School Counselor exam. Documentation was found in the records for one (1) of the five (5) School Counselor candidates reviewed, meeting TAC requirements. [19 TAC §228.40(d)]



5. None of the School Counselor candidates have achieved standard certification. The EPP attested that a final transcript and service records would serve as evidence that the candidates met all requirements before being standard certified.

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before August 12, 2022:

1. **[19 TAC §227.10(a)(8)]** The EPP must update its admission processes to include the use and retention of an interview or screening instrument to determine an applicant's appropriateness for the certification sought. A rubric with proficiency levels and defined success criteria, and a cut score must be evident.
2. **[19 TAC §227.17(d)]** The EPP must update the offer of formal admission to include the effective date of formal admission.
3. **[19 TAC §228.35(e)(8)(D)]** The EPP must update the practicum process to include an opportunity for the field supervisor and site supervisor to recommend the candidate standard certification when the experience is successful.
4. **[19 TAC §228.35(e)(8)]** The EPP must update the observation documents to include a rubric with proficiency levels and success criteria that is used to evaluate the candidate's proficiency in each of the educator standards.
5. **[19 TAC §228.2(33)]** The EPP must collect and verify the certificate, years of experience, and accomplishments as shown by student learning for every site supervisor.

Recommendations and Advisement

- For Teacher preparation programs, the TExES exam #291 (Core Subjects EC-6) and #117 (ELAR 4-8) are no longer available for testing, effective January 1, 2022. To use the 291 for certification, candidates must be certified by December 30, 2022. To use the 117 for certification, candidates must be certified by October 30, 2022. Communicate these important deadlines to applicable current candidates and past finishers who are pending certification.
- Application A has changed – plan to review requirements to prepare for adding new certificate areas.
- Develop and implement more performance assessments in all programs. Evidence of performance assessments is a requirement for adding new certificates using the new Application A.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- Intern and Probationary certificate deactivation timelines and requirements have been updated in TAC. Changes include new timelines for requesting deactivations and information that must



be provided to stakeholders in advance of internship start dates. Field supervisors will need to verify candidate placement information at the beginning of the assignment.

Program Recommendations for All EPPs

- Consider creating a procedure manual documenting EPP processes to ensure continuity in record keeping and other related processes.
- Align the verbiage of the program to the phrasing of the Texas Administrative Code (TAC) (ex., Field supervisor, cooperating teacher, mentor, candidate, etc.);
- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about the current Texas Administrative Code;
- Continue to participate in training and webinars provided by the Division of Educator Preparation to ensure that the program staff is knowledgeable about current requirements and changes in the Texas Administrative Code;
- Continue to maintain communication with the education specialist assigned to the program.
- Ensure that TEA staff has the most current contact information by sending updates to the assigned education specialist.

“I, the legal authority of the Texas Christian University EPP, have reviewed the report and agree that all required corrections will be made on or before August 12, 2022”.

Signature of Legal Authority	Date
Printed Name of Legal Authority	Date